DOCUMENT RESUME

ED 091 799 EA 005 630

TITLE	ERIC Abstracts: A Collection of ERIC Document Resumes on Management by Objectives. ERIC Abstracts Series, Number 32.
INSTITUTION	American Association of School Administrators, Washington, D.C. National Academy for School Executives.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	73
CONTRACT	OEC-0-8-080353-3514
NOTE	15p.
AVAILABLE FROM	National Academy for School Executives, 1801 N. Moore Street, Arlington, Virginia 22209 (Stock No. 32-021-00410, $2.00)
EDRS PRICE	MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS	*Annotated Bibliographies; Educational Administration; *Educational Objectives; *Educational Philosophy; Educational Planning; Elementary Schools; Management; *Management by Objectives; *Management Systems; Objectives; Performance Criteria; Secondary Schools

ABSTRACT

This annotated bibliography includes documents on various kinds of objectives, setting objectives, and managing by objectives. Emphasis is on the management system known as management by objectives (MBO). The listing is complete for all issues of RIE through August 1973 and includes documents processed by this and other clearinghouses. Based on the document resumes in RIE, the following information is presented for each document: personal or institutional author, title, place of publication, publisher, publication date, number of pages, ERIC document, (ED) number, price of the document if it is available from the ERIC Document Reproduction Service, and the abstract. Documents are listed alphabetically by author and are numbered. (Author)

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ERIC Abstracts on:

Management by Objectives

ED 091799

ERIC Abstracts

A Collection of ERIC Document Resumes on

Management by Objectives

Compiled by

the

ERIC Clearinghouse on
Educational Management
University of Oregon
Eugene, Oregon 97403

1973

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Besides processing documents and journal articles, the Clearinghouse has another major function--information analysis and synthesis. The Clearinghouse prepares bibliographies, literature reviews, state-of-the-knowledge papers, and other interpretive research studies on topics in its educational area.

The ERIC Abstracts series is the result of a cooperative arrangement between the Clearinghouse and the National Academy for School Executives (NASE) of the American Association of School Administrators. The Clearinghouse compiles the abstracts from document resumes in Research in Education to provide participants in a series of NASE-sponsored seminars with an up-to-date collection of ERIC materials on subjects to be presented in these seminars. Additional copies of the abstracts are published by NASE and distributed across the country to school administrators and others interested in educational administration.

Philip K. Piele
Director, ERIC Clearinghouse
on Educational Management

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ERIC Abstracts Series, Number Thirty-two

Published by

National Academy for School Executives
1801 North Moore Street
Arlington, Virginia 22209

Single copy, $2.00

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INTRODUCTION

Since the beginning of ERIC in 1966, more than sixty thousand documents have been announced in ERIC's monthly catalog, Research in Education (RIE). Of the total, about five thousand documents have been processed by this Clearinghouse. This growing collection is so extensive that it is useful to compile lists of ERIC documents on a number of critical topics in educational management. Published separately, these selected lists of documents make up the ERIC Abstracts series.

To compile each list, the RIE subject indexes are searched, using key terms that define the topic. The documents are selected on the basis of their currency, significance, and relevance to the topic.

For this compilation on management by objectives, the index terms used are EDUCATIONAL OBJECTIVES and OBJECTIVES. Documents discuss various types of objectives, setting objectives, and managing by objectives. The listing is complete for all issues of RIE through August 1973 and includes documents processed by this and other clearinghouses.

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A subject index, beginning on page 8, refers to the document listing number. The subject terms, arranged in alphabetical order, are identical to those contained in the subject index of RIE.

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1. American Association of School Administrators. ERIC Abstracts: A Collection of ERIC Document Resumes on Performance Objectives. ERIC Abstracts Series Number 12. Washington, D.C.: 1970. 35 pages. ED 044 831 MF $0.65 HC $3.29.

   This compilation presents ERIC abstracts on performance objectives announced in Research in Education through October 1970. The following information is given with each document listing: author, title, place of publication, publisher, publication date, number of pages, ERIC document (ED) number, price, availability, and the abstract. A subject index is cross-referenced with the document listing.

2. Armstrong, Robert J., and others, editors. Developing and Writing Behavioral Objectives. Revised Booklet for Developing Evaluative Skills Number 2. Tucson, Arizona: Educational Innovators Press, 1970. 63 pages. ED 054 605 Document not available from EDRS. (Available from Educational Innovators Press, P.O. Box 13052, Tucson, Arizona 85711. $2.25.)

   An organizational structure permits identification of the variables affecting an educational program. The structure is designed to solve the problem of clearly and systematically developing and writing behavioral objectives that can be evaluated with validity and reliability. Three types of variables—behavioral, instructional, and institutional—are isolated. Sixteen terms describe cognitive, affective, and psychomotor levels of behavior and are used to write up behavioral objectives that can be measured by various techniques. These behavioral objectives must be critiqued and stated clearly. Two added elements—time and proficiency level—may then be considered. The level of specificity and the type of performance objective complete the list of necessary elements of a behavioral objective.

3. Castetter, William B., and Burchell, Helen R. Educational Administration and the Improvement of Instruction. Philadelphia: Educational Research/Service Bureau, University of Pennsylvania, 1967. ED 020 576 Document not available from EDRS. (Available from Interstate Printers and Publishers, Inc., Danville, Illinois 61832. $2.00.)

   Social and technological changes have altered society's perceptions of educational needs, and new perceptions have created support for improving the quality of educational programs in local school systems. This report focuses on the relationship between educational administration and the improvement of instruction. Considerable attention is devoted to eliminating the lag between school curricula and the needs of modern society. The text examines significant administrator activities that develop an educational program dealing effectively with the questions

of what schools should accomplish; what experiences should be provided and in what sequence; what facilities, methods, and materials should be used in the instructional process; and how schools should be staffed.

4. Colorado State Department of Education. Regional Interstate Project Program. Seminar Report: "Management-by-Objectives (Revised)." Denver: 1972. 74 pages. ED 073 522 MF $0.65 HC $3.29. (Also available from Colorado State Board of Education, 1362 Lincoln Street, Denver, Colorado 80203.)

   Each section of this report contains a workshop presentation on state education agency use of management by objectives (MBO). The first section discusses the concept of management and six steps fundamental to management by objectives. The second section consists of a concise description of the evolution and present status of state education agency management in Nevada. Presentations by Oklahoma and Texas highlight other specific activities of state education agency management. The Oklahoma section focuses on records and information management, the Texas section on management assessment activities. Also included in the text are state-by-state lists of "next steps" regarding management by objectives, a summary of the workshop evaluation, and a roster of conference participants.

5. Combs, Arthur W. Educational Accountability. Beyond Behavioral Objectives. Washington, D.C.: Association for Supervision and Curriculum Development, 1972. 47 pages. ED 067 381 MF $0.65 HC not available from EDRS. (Available from Association for Supervision and Curriculum Development, 1201 Sixteenth Street NW, Washington, D.C. 20036. $2.50.)

   Five major problems in educational accountability are explored in this booklet. The problems are in the areas of skills and behavioral objectives, intelligence and holistic behavior, the nature of learning and the causes of behavior, humanistic goals of education, and professional accountability. General comments about methods of assessment initiate the study of the problems. The summary indicates the need for a balance of behavioral and humanistic objectives in education.

6. Educational Innovators Press. Performance and Process Objectives. Booklet for Developing Evaluative Skills Number 7. Tucson, Arizona: 1970. 30 pages. ED 054 606 Document not available from EDRS. (Available from Educational Innovators Press, P.O. Box 13052, Tucson, Arizona 85711. $2.25.)

   This brief introductory booklet defines performance and process objectives

and illustrates how each type contributes to the steps necessary for incorporating accountability into the evaluation of a given educational program. Further, the booklet provides a set of procedures for developing and writing both performance and process objectives. The text also discusses the point that the validity of process objectives can only be determined by relating them to performance objectives. This necessitates the developing and writing of performance objectives at all levels of the educational structure for which process objectives are to be written.

7. Greenfield, T. Barr. Developing and Assessing Objectives for School System Planning. A Report. Toronto, Canada: Department of Educational Administration, Ontario Institute for Studies in Education, 1972. 63 pages. ED 060 573 MF $0.65 HC $3.29.

   A survey was taken in May of 1971 to identify and assess educational objectives in York Borough. The first section of the report discusses objectives setting in relation to planned decision-making in schools and demonstrates why objectives are important in planning. The next sections describe the design and findings of the survey. The remaining sections summarize the findings and discuss their implications for educational planning in York Borough.

8. Holmes, George W. III, and Seawell, William H. Administration by Objectives: A Systematic Approach to Educational Planning in Virginia. Report of a Study. Denver: Improving State Leadership in Education, 1971. 28 pages. ED 058 618 MF $0.65 HC $3.29. (Also available from Improving State Leadership in Education, 1362 Lincoln Street, Denver, Colorado 80203; or Virginia Department of Education, Richmond, Virginia 23216. Free.)

   This report presents details of a program for educational administration by objectives and the results of such a program developed by the Virginia State Department of Education to upgrade the quality of education in the public schools of Virginia. Administration by objectives is a systematic approach to educational planning using step-by-step techniques to assist local school systems in identifying and solving educational problems.

9. Lamb, Joseph P. "Gleanings from the Private Sector." Paper presented at Institute of Field Studies seminar, Spring Valley, New York, December 1972. New York: Institute of Field Studies, Columbia University. 26 pages. ED 071 194 MF $0.65 HC $3.29.

   School boards cannot account to the public unless they measure and assess the performance of school administrators and teachers. From the board's viewpoint, accountability (and therefore evaluation) must

concentrate on the school superintendent. This evaluation must be carried out in an atmosphere of commitment and mutual trust, the board must agree on procedures and criteria used, and a job description should be drafted. One of the most effective approaches to administrator evaluation could be through management by objectives (MBO). MBO removes the formal focus from the individual personality and focuses instead on job results. Under MBO, the board and the superintendent agree on manageable and attainable objectives aimed at the achievement of overall goals. School districts experimenting with MBO have found that management by objectives increases control through clarification of purpose and provides effective performance evaluation strategies.

10. Loomer, Bradley M. "Objectives and Assessment: The Task." Paper prepared for Annual Conference on School Administration and Supervision. Iowa City: Iowa Center for Research in School Administration, University of Iowa, 1969. 12 pages. ED 030 960 MF $0.65 HC $3.29.

    Although literature on educational objectives dates back more than fifty years, the last twenty years have seen a renewal of interest in objectives. The taxonomy approach expresses objectives in terms evidenced by pupil behavior. This approach deals with objectives relating to three separate domains of learning: cognitive, affective, and psychomotor. Although the domains are analytically separate, in reality they work together. Curriculum guides indicate that the majority of schools fall between an all-inclusive approach and a highly specific approach to stating objectives. The literature also contains groupings of objectives as ultimate and immediate or as general and specific. Several sources claim that curriculum theory is limited by the functions educational objectives perform. Too many objectives attempt to prescribe and predetermine the behavior of the next generation. Teachers perform a more specific role, administrators a more general role, in relation to objectives. Belief in a particular learning theory affects the process of stating objectives.

11. Mansergh, Gerald G., editor. Dynamics of Management by Objectives for School Administrators. A System of Participative Management Whereby Management Personnel in an Organization Identify Major Areas of Responsibility, Set Standards for Performance, and Measure the Results against Those Standards. Special Monograph Number 3. Michigan: Metropolitan Detroit Bureau of School Studies, Inc., 1971. 28 pages. ED 058 607 Document not available from EDRS. (Available from Interstate Printers and Publishers, Inc., Danville, Illinois 61832. Order No. 1413, $1.50.)

    Management by objectives, a systems approach to managerial leadership,

can be of substantial benefit to organizations because it helps solve key problems in organizational administration. As a system, it defines what is expected by specifying objectives, elicits teamwork by identifying common goals, programs work by setting terminal dates for tasks, recognizes progress by measuring accomplishments, administers salaries by measuring merit and performance, and assesses promotability by identifying leadership potential and performance.

12. Miklos, E., and Stewart, A. N., editors. Developing a Concept of the Principalship. The Lecture Series of the 1967 Leadership Course for School Principals. Edmonton, Canada: Department of Educational Administration, University of Alberta, 1967. 88 pages. ED 043 932 MF $0.65 HC $3.29. (Also available from Department of Educational Administration, University of Alberta, Edmonton, Alberta, Canada. $1.50.)

    Nine papers by six authors develop a concept of the principalship. Topics analyzed include general functions of the principal; the organization in which the principal works; formulation of objectives; and the relationship of the principal to his staff, students, superintendent, and school board.

13. Miller, Donald R., and others. A Manager's Guide to Objectives. Revised Edition. Burlingame, California: Operation PEP, 1969. 149 pages. ED 043 135 MF $0.65 HC $6.58.

    This guide, focusing on participative management and the requirements of public decision-making in education, is designed as a management referent for the development and use of verifiable performance objectives. In addition to an indexed main section, the volume contains an analysis matrix for educational objectives; formats for and examples of verifiable policy, program, curricular, and instructional objectives; and embryonic statements of verifiable instructional objectives for childcare and nursery schools, kindergartens, primary and intermediate schools, and junior and senior high schools.

14. Pfeifer, Gary W. "Determination and Comparison of Objectives in a School District." Master's thesis, School of Engineering, Air Force Institute of Technology. Wright-Patterson Air Force Base, Ohio: Air Force Institute of Technology, 1972. 126 pages. ED 070 137 Document not available from EDRS. (Available from National Technical Information Service, Springfield, Virginia 22151. AD-741-452 MF $0.95 HC $3.00.)

    Research was undertaken to discover the relationship among the objectives of various levels of a school district. The study was limited to the high school staff, school district staff, and board of education. A

modification of the Delphi process elicited objectives. Once the objectives were developed, they were classified by central theme and matched from level to level. A comparison of the ranked matchings from one level to the next was used to determine if the objectives were related.

15. Popham, W. James. "Objective-Based Management Strategies for Large Educational Systems." Paper presented at American Educational Research Association annual meeting, Chicago, April 1972. 17 pages. ED 062 712 MF $0.65 HC $3.29.

    This speech analyzes the critical ingredients of an objectives-based management system for goal determination—decisions regarding the direction of the educational enterprise; progress monitoring—the formative evaluation of the system's enroute success in attaining its goals; and output appraisal—the summative evaluation of the system's effectiveness. The author reports several empirical studies conducted by the University of California at Los Angeles and the Instructional Objectives Exchange insofar as they bear on the three phases of large-scale educational management.

16. Sergiovanni, Thomas J. What Kinds of Objectives for Supervisors? Columbus: Ohio State Department of Education, 1971. 10 pages. ED 066 817 MF $0.65 HC $3.29.

    The author discusses the kinds of objectives supervisors should pursue and proposes an approach that emphasizes human resource development and organizational enrichment as proper concerns for modern supervisors. The report illustrates the advantages of this approach over traditional and contemporary supervisory approaches by considering four major problems supervisors and administrators face: change, control, motivation, and leadership.

17. South Dakota State Department of Public Instruction. [Management by Objectives Program.] Pierre, South Dakota: [1972]. 91 pages. ED 075 300 MF $0.65 HC $3.29.

    This booklet is a compilation of management objectives for all units and professional staff members in the South Dakota Department of Public Instruction. Prepared by each professional employee in the department, the objectives seek to define priorities, to discover key elements of each job, to establish limits on the employees' total time and responsibilities, to determine budgets and the allocation of time and budget toward objectives, and to ascertain the employees' personal development needs. Organized in a chart, the results of this management by objectives (MBO) program include for each staff member a list of specific objectives, activities designed to accomplish the

objectives, and accomplishment measures with estimated time and costs for completion of the objectives.

18. Tennessee State Board for Vocational Education. Statewide Conference on Management by Objectives (Dickson, Tennessee, November 8-11, 1971). Nashville: 1971. 105 pages. ED 064 484 MF $0.65 HC $6.58.

    Staff members of the Division of Vocational-Technical Education and teacher educators attended a four-day conference exploring the applicability of the management by objectives (MBO) process to vocational education. Conference presentations include: "What Is Already Happening as Part of MBO?" by W. Russell Smith, "Personal Job Objectives" by C. Kenneth Tanner, "State Objectives and Priorities" by William M. Harrison, "Management by Objectives" by Darrell L. Parks, "Industrial Management" by Harold J. Black, "MBO at the Institutional Level" by Charlie M. Dunn, and "Where Do We Go from Here?" by Darrell L. Parks. The report also includes an evaluation of the conference by the participants.

19. Warren Holmes Company, Architects. Planning Outline for Elementary Schools. Lansing, Michigan: 1967. 43 pages. ED 036 074 MF $0.65 HC not available from EDRS. (Available from Warren Holmes Company, Lansing, Michigan. Update free.)

    Detailed questions listed in this document, first on educational philosophy and objectives, then on the facility requirements of each instructional area, provide means of generating educational specifications for elementary schools.

20. Warren Holmes Company, Architects. Planning Outline for Secordary Schools. Lansing, Michigan: 1967. 71 pages. ED 036 075 MF $0.65 HC not available from EDRS. (Available from Warren Holmes Company, Lansing, Michigan. Update free.)

    Detailed questions in this document, on educational philosophy and objectives and on the facility requirements of each instructional area, provide means for determining educational specifications for secondary schools.

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